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ABSTRACT

The report describes accomplishments of a project to provide training and support services to regular educators serving handicapped infants and preschoolers. Project activities for each of 3 years are delineated for the following areas: field-based regional workshops/conferences; summer campus-based inservice training; collection of materials on early childhood/special education and a 183-page annotated bibliography; preparation of a book of readings on early childhood/special education; and development of instructional modules to provide the necessary competencies to building principals and other administrative staff in administration and supervision. Unexpected benefits that were realized during this project include the publication of the results of a 50-state survey regarding EC/SPED certification and the development of an early childhood division of the New Mexico Federation of the Council for Exceptional Children. Extensive appendixes include the needs assessment instrument, sample news releases, and syllabi for summer coursework. (CL)

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Final Report

Inservice Training of Early Childhood Specialists/Trainers and Regular Education Administrators

Department of Education Grant No. G008200490

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Department of Special Education

New Mexico State University

Submitted by

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As originally proposed, the purpose of the project was two-fold. Component one provided training and development of support services (e.g., materials collection) to "regular educators" who serve handicapped infants (0-1½ years), toddlers (1½-3 years), and preschoolers (3-5 years) in New Mexico's community-based, Head Start, and public school kindergarten programs. Early childhood special education (EC/SPED) personnel trained in the project would assume two roles - - that of classroom teachers and early childhood specialist trainers. Component two was designed to provide the necessary competencies to building principals and central office administrators relative to administration and supervision of special education programs.

Due to a 48.5% budget cut, it was decided to concentrate on component one. Thus, the administrator component was reduced to the development of training modules while the only major change in the early childhood component was a reduction in the number of summer, campus - based trainees from 20 to 15.

All training was conducted by New Mexico State University faculty members or "expert" consultants identified by the project staff. TRESCO[1] staff members provided the bulk of the practicum supervision and evaluation. All campus-based training was conducted at NMSU in College of Education facilities. Regional workshops employed available facilities arranged by local contacts.

The final report is organized into eight sections as follows:

1.0 Introduction

2.0 Field - Based Regional Worshops/Conferences

3.0 Summer Campus - Based Inservice Training

Note:

[1]TRESCO is a local community-based program that serves handicapped preschoolers in one of NMSU's demonstration classrooms. TRESCO is an acronym that stands for tres (three) counties.

4.0 College of Education Materials Collection

5.0 EC/SPED Book of Readings

6.0 Regular Education Administrator Training Modules

7.0 Unexpected Benefits

8.0 Appendices

Sections 2.0 - - 6.0 present available information on five major project activities. Additional information is contained in the appendices (Section 8.0).

2.0 Field-Based Regional Worshops

Year One

Four regional workshops were facilitated during the spring of 1982. The workshop sites were Roswell (southeast), Las Cruces (southcentral), Farmington (northwest), and Santa Fe (northcentral). Each workshop consisted of three one-half day sessions for a total of one and one-half days each. Presentation topics were identified by participants based upon an assessment of needs (see Appendix A for project-developed needs assessment instrument and cover letter announcing workshops). Topics identified by the participants were:

- Behaviors of Young Children
- Parents and the Preschool Handicapped Child
- Child Abuse
- Selection, Development and Evaluation of Instructional Materials for Preschool Handicapped Children
- Applications of Operant Behaviorism
- Early Identification
- Criterion-Referenced Testing
- Community Awareness and Support

A total of 109 preschool personnel attended the four workshops. Continuing education units (CEUs) were available to all particpants at cost. Appendix B contains a sample news release advertising the workshops.

Year Two

Six regional workshops/conferences were facilitated during the second year. Project staff felt that it would be advantageous to work more closely with other organizations within the state that provided EC/SPED support. Accordingly, funds were contributed to the Head Start and Child Care conferences held in Albuquerque during the spring of 1984.

Four workshops/conferences were coordinated directly by the project. These were: (a) a two-day, four presentation miniconference within the joint New Mexico Federation/Council for Exceptional Children (NMF/CEC) - - New Mexico National Education Association (NMNEA) conference in Albuquerque (central), a three-day feeding workshop in Roswell (southwest), a one-day workshop for regular education administrators in Las Cruces (southcentral), and a one-day "Preschool Children are Exceptional Too" conference in Las Cruces (southcentral) held in cooperation with the Las Cruces Public Schools Teachers Center.

As in the first year, participants selected the topics for the workshops. Topics selected were the following:

- Selected Strategies for Public Awareness and Advocacy
- Microcomputers for the Administrator
- Early Identification
- Kindergarten Screening
- Feeding the Young Handicapped Child
- Preschool Programs for Handicapped Children: Do They Work?

- Parent Training
- Developing Gifted Potential
- Educating Preschool Children: An Integrated Approach

Approximately 400 preschool personnel attended the six workshops/conference sessions. CEUs were available to participants except at the NMF/CEC - - NMNEA conference where it was not possible due to logistical problems.

In addition to the workshop/conference presentations, consultants brought in for the Child Care (Dr. Eugene Edgar, U. of Washington) and Teachers Center Conferences (Dr. Bill Moore, Teaching Research Infant and Child Center) held colloquia for interested New Mexico State University faculty, staff, and students on the topics of EC/SPED follow-up studies (Edgar) and parent training (Moore). Seventy-four individuals participated in these two sessions.

Year Three

Four regional workshops/conferences were facilitated in the third and final year of the project. The sites were Albuquerque (central), Las Cruces (southcentral), Santa Fe (northcentral) and Silver City (southwest). As a departure from years one and two, the project administrators chose the topics for the Albuquerque, Santa Fe and Las Cruces sessions based upon their experience over the previous two years. The Albuquerque fall NMF/CEC conference session was a repeat performance by Dr. Eugene Edgar regarding the results of follow-up studies of "graduates" of EC/SPED programs in two states. Mr. Thom Flamboe of St. Lukes Hospital in Aberdeen, South Dakota addressed the topic of perinatal assessment at the Las Cruces conference. Judy Clark-Guida presented the Teaching Research Transition Project at the Santa Fe spring NMF/CEC conference. The project director and Thom Flamboe presented an overview of early childhood special education which was invited by the Western New Mexico State

University Special Education faculty in response to graduate student requests.

Approximately 155 preschool personnel and students attended the four workshops/conference sessions in the last year of the project. CEUs were not offered due to the limited length of the sessions.

Summary

Project funds supported presentations to approximately 664 participants on 20 major topics. EC/SPED presenters represented the state of New Mexico and six additional states (Texas, South Dakota, Massachusetts, Oregon, Washington and Michigan). The bulk of project expenditures went to travel and per diem for presenters and project staff, instructional materials preparation, and postage for needs assessment efforts.

The total number of participants exceeded the original goal by 100% (664 versus 300). In addition, the 14 workshops surpassed the number proposed by two (14 versus 12). CEUs were offered at seven of eight workshops (88%) where the number of training hours and training met university standards. Appendix C contains a summary of Likert-Scale responses for four first year workshops. These data were used for instructional planning purposes.

3.0 Summer Campus - Based Training

The summer campus-based training consisted of didactic course work (SPED 395/550) and practica (SPED 481/548). The syllabi for these courses are contained in Appendices D and H.

Didactic Course Work

Didactic instruction was based upon the results of a pre-instruction administration of the knowledge-needs assessment instrument contained in Appendix A. The results of a pre-post administration are discussed below under outcomes.

The lecture course met mid-day five days per week for approximately one and one-half hours with practica assignments scheduled either before or after class for an

additional three to three and one-half hours. Didactic course assignments included in-class group critiques of assessment and instructional materials, and abstracts of recent related literature.

Practica

Each trainee was "matched" to one TRESCO/NMSU preschool student prior to training by preschool staff members. Practica emphasized "hands-on" instructional activities with students with related assignments in observation and data collection, lesson planning, and, in the second year, descriptions of etiology. All students were expected to reach criterion on all practica competencies listed on the project observation instrument (Appendix E), and provide 1:1 small group, and large group instruction. In addition, each practicum participant planned and managed the complete half-day program for at least one day. See Appendix F for news releases which show students in the practicum setting.

Year One (summer, 1983)

Recruitment and selection. Fifteen students representing seven counties were recruited and selected for the summer, campus-based training. Seven of the trainees were originally identified by the Southwest Communication Resources DPP Project which served early childhood service providers in the Navaho Nation. Cooperation between the two projects was perceived to be efficient and cost-effective.

During the first week of the spring, 1983 semester, 547 brochures (see Appendix G) describing the summer program were sent to New Mexico's preschool personnel. A tear-off sheet requesting further information was part of the brochure. Forty-three individuals requested additional information using this procedure. Each person requesting additional information was sent a list of requirements for formal application. Requirements included the following:

1. Approval for enrollment by NMSU (graduate or undergraduate);
2. Confirmation of current employment in an early childhood program;
3. A letter from the prospective trainee expressing need for the program and willingness to provide follow-up training; and
4. Two letters of recommendation.

The project's advisory board met on April 11, 1983 to select eight candidates and three alternates from the seventeen completed applications. On April 18, 1983, applicants were sent a letter describing their status. All 15 applicants accepted their traineeships and mailed completed knowledge/needs assessment instruments by the April 30, 1983 due date.

Outcomes

Outcomes for year one are discussed below under the following five categories: (a) goals/objectives established and met, (b) practica competencies achieved, (c) pretest-posttest, (d) needs-knowledge assessment, (e) consumer satisfaction, and (f) counties served.

Goals/objectives. Goals and objectives were established for all TRESCO-NMSU preschool children for the five-week summer session. In the morning class, seven goals were set and all (100%) were achieved. Twenty-seven objectives were set at the beginning of the period and all (100%) were achieved.

In the afternoon class, two goals were set and both (100%) were achieved. Sixteen objectives were set and 13 (81%) were achieved. Combined results for goals and objectives were 100% and 95% respectively.

Practica competencies. All trainees reached criterion on all competencies listed on the project observation form. These competencies centered around (a) a stimulus-response-stimulus direct teaching model, and (b) a constellation of classroom management concerns.

Pretest - posttest. A 30-item examination was administered on a pre-posttest basis which was worth 90 points (3 points each). For the total group, the mean pretest score was 18.3, the mean posttest score was 73.2, and the mean gain score was 54.9. Pretest/posttest differences were compared using a paired difference test. The difference was significant at the 0.0001 level.

Results were then grouped by academic level and a t-statistics was employed to determine if there was a significant difference between undergraduate and graduate mean scores. The difference did not reach significance for the pretest ($P < .05$) while the difference between posttest scores was statistically significant at the .002 level. No significant difference was found between mean gain scores for the two groups. Table 1 summarizes information regarding the pretest/posttest scores.

Table 1. Pretest/Posttest Scores of Trainees

Test/Level	N	Mean	StD	Min	Max	Prob
Total Group						
Pretest	14	18.3	13.23	1.5	54.0	
Posttest	14	73.2	17.14	40.0	88.5	
Gain	7	54.86	18.10	24.5	76.0	0.0001
Pretest						
Undergrad.	8	12.5	8.04	1.5	23.0	
Graduate	6	26.1	15.42	9.0	54.0	0.12
Posttest						
Undergrad.	8	64.1	17.81	40.0	84.5	
Graduate	6	88.3	3.19	80.5	88.5	0.002
Gain						
Undergrad.	8	51.6	20.00	24.5	76.0	
Graduate	6	59.3	15.86	28.5	71.5	0.63

Needs - knowledge assessment. The needs-knowledge self-assessment instrument (Appendix A) addressed 18 EC/SPED topics. Each trainee was asked to rate themselves over the 18 topics on a five-point Likart Scale (1=low; 5-low). All trainees completed the scale before and after the training. Table 2 shows the ranking of topics for knowledge and need before and after training.

Eighteen of the 19 topics (95%) achieved mean scores below, 3.0 for knowledge level. Only two topics had knowledge level scores below 3.0 on the posttest administration. Ten topics had posttraining mean scores of 4.0. Use of the Wilcoxin Sign Test indicated significant differences on all items except Topic Nine.

When need for training was examined, it was found that all 19 topics had a mean score of 3.0 or higher prior to training with 13 of the topics having a score of 4.0 or higher. After training, no topic received a mean score above 3.0 with five topics having a mean score below 2.0. Again, all topics except Topic Nine showed a statistically significant pre-posttest difference using the Wilcoxin Sign Test.

Table 3 presents data regarding significant differences between undergraduate and graduate mean scores using the Wilcoxin Sign Test for analysis.

Consumer satisfaction. Trainees were requested to rate the value or usefulness of the program and its activities. A five-point scale was used for this purpose (1-low; 5-high). Table 4 summarizes these data for the overall program, lecture (didactic) class, and practicum. Perhaps most signicant was the finding that 100% of the trainees rated the overall training program 4 or 5 on a five-point scale. In addition, 100% found new materials they planned to use in their programs, 79% learned new teaching techniques, and 79% planned to train their colleagues using knowledge/skills gained in the summer program.

Table 2. Rankings of Knowledge/Need Topics on Pretraining and Posttraining Instruments

Topic	Knowledge Level Pre	Knowledge Level Post	Need for Training Pre	Need for Training Post
1. Development of IEP's.	9.0*	7.5	1.5	5.0*
2. Task analysis.	9.0*	4.0	8.0	18.0**
3. Planning programs.	1.0	7.5	15.5	14.0*
4. Class mgt. systems.	3.5*	4.0	15.5	16.0**
5. Operant behaviorism.	9.0*	4.0	8.0	16.0**
6. EC/SpEd materials.	9.0*	1.5	3.5	12.0*
7. Sch. specific languages.	6.0*	11.00	18.0	9.5*
8. Behaviors young child.	14.5*	12.5	2.0	2.0*
9. Customs and traditions.	3.5*	14.0	19.0	5.0*
10. Child abuse.	3.5*	1.5	8.0	19.0**
11. Parent participation.	12.5*	16.5	5.5	5.0*
12. What research says.	16.0**	10.0	1.0	16.0*
13. Identification/screen.	14.5*	12.5	3.5	9.5*
14. Criterion-ref. assess.	9.0*	7.5	11.5	13.0*
15. Public awareness.	12.5*	16.5	11.5	9.5*
16. Fiscal mgt. community based programs.	17.0*	18.5*	15.5	7.0*
17. Fiscal mgt. public school programs	18.0**	18.5*	11.5	2.0*
18. Record systems.	3.5*	7.5	15.5	9.5*
19. Instruct. technology.	19.0**	15.0	5.5	2.0*

* = Mean score below 3.0
** = Mean score below 2.0

Table 3. Mean Differences Between Graduate and Undergraduate Knowledge Levels and Need for Training

Topic	Undergrad	Graduate	Prob >0.05
Pretraining:			
Need for Training Task Analysis	4.5	3.7	0.04
Knowledge Level School Languages	3.3	1.7	0.02
Posttraining:			
Knowledge Level Fiscal Mgt. Community-based Programs	3.6	2.2	0.04

Counties served. The summer, 1983 trainees represented seven or 22% of New Mexico's 32 counties. These data are presented in Table 5.

Year Two (summer, 1984)

Recruitment and selection. Fifteen trainees representing eight counties were selected for the summer training program. Seven of these trainees were identified by Southwestern Communication Resources, Inc. as in the previous year. Before the program began, one trainee resigned her traineeship for personal reasons. Of the 14 trainees who completed the program, nine were undergraduates and five were graduates.

As in the first year, brochures were mailed to prospective trainees throughout the state. Again, final selection was by members of the project's advisory board who ranked applicants according to previously established criteria. Table 6 summarizes data

Table 4. Evaluation of Preschool Training Program

Summer Session II 1983

	Rating of 4 or 5
VALUE OF TOTAL 5 WEEK TRAINING PROGRAM	13 (100%)
LECTURE SPED 550/395	
CLASS STRUCTURE	
1. Time of class (11:00-12:20)	8 (62%)
2. Meeting as one group (550/395)	11 (86%)
3. Meeting as two groups (550 & 395)	9 (69%)
4. Syllabus	11 (85%)
5. Use of pretest/posttest format for evaluation	13 (100%)
6. Outside Reading	12 (92%)
7. Opportunity to become a trainer	11 (85%)
8. Socials	7 (54%)
ASSIGNMENTS/TESTS	
1. Pre/posttest	13 (100%)
2. Group developed IEP	8 (62%)
3. Group developed task analysis	9 (69%)
4. Group developed lesson plan	10 (77%)
5. Group materials evaluations	11 (85%)
7. Abstracts	11 (85%)

Table 4 (continued)

MATERIALS	Rating of 4 or 5
1. Text	10 (77%)
2. Class handouts	13 (100%)
3. Materials collections	13 (100%)
4. ERIC	11 (85%)
5. Government documents	10 (77%)
6. Library	11 (85%)
7. Videotape: Behaviors of young child	12 (92%)
8. Videotape: Parent Training	10 (77%)
10. IEP forms	11 (85%)
11. Criterion referenced tape (Drew eating)	11 (85%)
12. Tape: Who did what to whom?	13 (100%)
13. Microcomputers & software	13 (100%)
14. Language materials	13 (100%)
15. Self-help materials	13 (100%)
16. Gross motor materials	13 (100%)
17. Social-emotional materials	13 (100%)
18. Fine motor/cognitive materials	13 (100%)
19. Pre-academic materials	13 (100%)
20. Evaluation forms	12 (92%)

Table 4 (continued)

LECTURE SESSIONS	Rating of 4 or 5
1. Administrivia	4 (31%)
2. Miscellaneous background	6 (46%)
3. LRC Collection Tour	7 (54%)
4. ERIC Tour	9 (69%)
5. Government Documents Tour	7 (54%)
6. Library Tour	8 (62%)
7. What the law says	9 (69%)
8. What the research says	7 (54%)
9. Behaviors of young children (videotape)	9 (69%)
10. Early identification and screening	10 (77%)
11. Criterion-referenced testing and assessment	9 (69%)
12. Curriculum planning	11 (85%)
13. IEP activity	10 (77%)
14. Task analysis activity	9 (69%)
15. Teaching strategies	10 (77%)
16. Systems design	7 (54%)
17. Operant behaviorism	9 (69%)

Table 4 (continued)

LECTURE SESSIONS	
18. EH materials evaluation (3 sessions)	12 (92%)
19. Microcomputers	10 (77%)
20. Child abuse, neglect, and intervention	13 (100%)
21. Language customs and traditions of student body	11 (85%)
22. Formative and summative evaluation	10 (77%)
23. Parent participation and training	10 (77%)
PRACTICUM SPED 548/481	Rating of 4 or 5
CLASS STRUCTURE	
1. Time of class	9 (69%)
2. Syllabus	10 (77%)
3. Matching trainees with child	13 (100%)
4. Sequence of training activities (observation-individual-small group-large group-total day)	12 (92%)
5. 8-8:30 or 3:30-4 discussions	10 (77%)
6. Working with preschool handicapped children	13 (100%)

Table 4 (continued)

ASSIGNMENTS/TESTS	
1. Written observation	13 (100%)
2. Individual teaching	13 (100%)
3. Small group teaching	13 (100%)
4. Large group teaching	13 (100%)
5. Total day teaching	12 (92%)
6. Lesson plan	13 (100%)
7. Critique of materials	11 (85%)
MATERIALS	
1. Observation form used by observers	11 (85%)
2. Lesson plan forms used by preschool	12 (92%)
3. Handouts	10 (77%)

Table 5 Early Childhood Special Education Summer Training by County

COUNTY	POP.	TRAINEES				
		TOTAL	1980	1981	1983	1984
Bernalillo	419,700	1	9			
Catron	2,720					
Chaves	51,103	2	1	1		
Colfax	13,667	1		1		
Curry	42,019	1		1		
De Baca	2,454					
Dona Ana	96,340	4	1		2	1
Eddy	47,855	3	1	1	1	
Grant	26,204	2	1			1
Guadalupe	4,496					
Harding	1,090					
Hidalgo	6,049	1	1			
Lea	55,993	2		1		1
Lincoln	10,997	2	1		1	
Los Amamos	17,599					
Luna	15,585	1	1			
McKinley	56,449	16	1		7	8
Mora	4,205					
Otero	44,665	3	1			2
Quay	10,577					
Rio Arriba	29,282	2	1	1		
Roosevelt	15,695	1		1		
Sandoval	34,695	1		1		
San Juan	81,433	3	1	1	1	
San Miguel	22,751	1		1		
Santa Fe	75,360	2		1	1	
Sierra	8,454	2		1	1	
Socorro	12,566	1	1			
Taos	19,456	1		1		
Torrance	7,491					
Union	4,725					
Valencia	61,115	2	1		1	
		55	14	13	14	14

Table 6. Mean Ratings of Knowledge/need Topics*

Topic	Knowledge Level	Need for Training
1. Development of IEP's	2.6	3.9
2. Task analysis	2.1	4.1
3. Planning programs	2.4	3.9
4. Class mgt. systems	2.6	3.7
5. Operant behaviorism	2.2	3.9
7. EC/SPED materials	2.3	4.3
8. Behaviors young child	2.2	4.0
9. Customs and traditions	2.9	3.0
10. Child abuse	2.8	3.2
11. Parent participation	2.8	3.7
12. What research says	2.1	4.1
13. Identification/screen	2.1	3.9
14. Criterion-ref. assess.	2.1	4.2
15. Public awareness	2.4	3.9
16. Fiscal mgt. programs	1.7	3.9
17. Integration programs	2.2	3.9
18. Record systems	2.8	3.8
19. Technology applications	1.2	4.3

*A scale of one to five was used with one representing low and five representing high.

from the needs-knowledge assessment instrument completed prior to training which was employed in planning the summer coursework and assignments. Appendix H contains the revised course syllabi for year two.

Outcomes

Goals/objectives. In the morning class, a total of 21 objectives were set at the beginning of the five-week session and 12 (52%) were achieved. Fourteen objectives were set at the beginning of the afternoon class and 12 (86%) were achieved. An additional 25 were set during the afternoon period and 24 (96%) were achieved. No new goals were established for either class. The reader should note that the morning class consisted of students with severe handicaps while the afternoon students' handicaps were mild to moderate. Combining results for the two classes yielded a 77% achievement rate.

Practica competencies. All trainees met criteria on all areas of the project observation instrument. Subjective impressions of TRESCO/NMSU preschool personnel were that the second year students were extremely task-oriented and trainees were employing skills and knowledge demonstrated in the classroom with confidence in 1:1, small group, and large group activities.

Pretest - posttest. Again, a 30-item criterion-referenced instrument was administered on a pre- and post-instructional basis. The test was worth a total of 30 points. The pretest mean was 8.7 for the total group and the posttest mean was 26.7. This difference was significant at the .05 level. Significant differences were also found at the .05 level when graduate and undergraduate pre- and posttest gain scores were compared. No significant difference was found between graduate or undergraduate pre- or posttest means. Table 7 summarizes these data.

Needs-knowledge assessment. The instrument was not administered on a posttest basis during year two due to instructor error.

Table 7. Prestest/Posttest Scores of Trainees

Test/Level	N	Mean	StD	Min	Max
Total Groups*					
Pretest	13	8.7	3.39	4.5	16.5
Posttest	13	26.7	3.01	19.0	30.0
Pretest					
Undergrad	9	8.4	2.49	4.5	16.5
Graduate	4	9.3	5.36	7.0	13.0
Posttest					
Undergrad	9	25.7	3.12	19.0	29.5
Graduate	4	28.9	0.85	28.0	30.0
Gain					
Undergrad	9	13.3	3.17	10.0	18.0
Graduate	4	19.6	5.41	12.0	24.5
Total group	13	15.3	4.81	10.0	24.5

* difference significant at the .05 level

Consumer satisfaction. Trainees were asked to rate the value or usefulness of the program as in year one. One trainee did not complete the instrument since she was not enrolled in the didactic course where it was administered and, therefore, the total N possible on all items was 13; not 14. As in year one, 100% of the trainees rated the overall value of the training program at four or five on a five-point scale, and 100% found new materials they planned to employ in their programs. Ninety-two percent stated that they learned new teaching techniques, and 85% planned to provide inservice training in their home programs relative to their new competencies. Table 8 summarizes consumer satisfaction data for year two.

Counties served. The summer 1984 trainees represented six or 19% of New Mexico's 32 counties. These data are presented in Table 5 above.

Table 8. Evaluation of the Early Childhood Special Education Training Program, Summer 1984

	Rating of 4 or 5
VALUE OF TOTAL 5 WEEK TRAINING PROGRAM	13 (100%)
OVERALL COURSE 550/395	12 (92%)
CLASS STRUCTURE	
1. Time of class (11:00-12:30)	9 (69%)
2. Meeting as one group (550 & 395)	13 (100%)
3. Syllabus	12 (92%)
4. Use of pretest/posttest format for evaluation	12 (92%)
5. Outside reading	10 (77%)
6. Access to materials in LRC	11 (85%)
7. Opportunity to become a trainer	12 (92%)
8. Socials	12 (92%)
ASSIGNMENTS/TESTS	
1. Pre/posttest	10 (77%)
2. Group developed IEP	12 (92%)
3. Group developed task analysis	12 (92%)
4. Group materials evaluations	11 (85%)
5. Abstracts	11 (85%)
MATERIALS	
1. Test	10 (77%)
2. Class handouts	13 (100%)
3. Materials collections	13 (100%)

Table 8 (continued)

	Rating of 4 or 5
OVERALL COURSE 548/481	13 (100%)
CLASS STRUCTURE	
1. Time of class	12 (92%)
2. Syllabus	12 (92%)
3. Matching trainees with child	13 (100%)
4. Sequence of training activities (observation-individual-small group-large group-total day)	12 (92%)
5. 8-8:30 or 3:30-4 discussions	12 (92%)
6. Working with preschool handicapped children	12 (92%)
ASSIGNMENTS/TESTS	
1. Written observation	11 (85%)
2. Set up classroom	11 (85%)
3. Individual teaching	13 (100%)
4. small group teaching	13 (100%)
5. Large group teaching	12 (92%)
6. Total day teaching	13 (100%)
7. Etiology	11 (85%)
MATERIALS	
1. Observation form used by observers	11 (85%)
2. Lesson plan forms used by preschool	11 (85%)
3. Monitoring system used by preschool	12 (92%)

Table 8 (continued

LECTURE TOPICS	Rating of 4 or 5
1. Discussion of course and requirements	11 (85%)
2. Pretest	9 (69%)
3. Discussion of SRS Obsrvation Model	9 (69%)
4. Observation techniques	10 (77%)
5. Special education terms	12 (92%)
6. ERIC/CRESS tour	10 (77%)
7. Government documents tour	5 (38%)
8. Arguments for and against preschool programs	5 (38%)
9. What the law says: court cases, PL 94-142, Sec. 504	10 (77%)
10. What the law says: NM standards, DD standards, child care regulations	10 (77%)
11. Bateman's three approaches	10 (77%)
12. What the research says	10 77%)
13. Early identification and screening	11 (85%)
14. Community roundup slides	10 (77%)
15. Assessment	10 (77%)
16. Assessment materials	10 (77%)
17. Integrated preschool programs videotape	10 (77%)
18. The I.E.P.: Information	10 (77%)
19. The I.E.P.: Writing one	9 (69%)
20. Task analysis	9 (69%)
21. Instructional strategies	8 (62%)
22. Operant conditioning principles	10 (77%)
23. Systems designs for instruction and management	8 (62%)
24. Early childhood materails: Language	10 (77%)
25. Early childhood materials: Self-help	10 (77%)
26. Early childhood materials: Gross motor	10 (77%)
27. Early childhood materials: Social, emotional	11 (85%)
28. The medically fragile child	10 (77%)
29. Child abuse and neglect intervention	13 (100%)
30. Technology applications: Microcomputers	13 (100%)
31. Parent participation and training	11 (85%)
32. Early childhood materials: Fine motor, cognitive	13 (100%)
33. Early childhood materials: Preacademic	13 (100%)
34. Formative and summative evaluation	12 (92%)

Summary

Twenty-eight trainees representing 11 of New Mexico's 32 counties (34%) completed training during the two summer sessions. Added together with the results of the previous two years (1980 and 1981) of training also supported by USOE, 23 (72%) of the state's counties were represented (see Table 5 above). The reader should note that the average total population of the nine unserved counties was 6,151 and, therefore, the potential for recruitment was low. Although 30 trainees were recruited and selected as originally proposed, only 28 (93%) completed the training. Attrition was due to personal reasons and due to limited time, replacements could not be obtained prior to the beginning of training.

Relative to specific summer training goals, 100% of the trainees rated the overall training at four or five on a five-point scale over the two-year period and 100% of the trainees identified new materials to be used in their EC/SPED programs. All trainees reached criterion on the project's practicum observation instrument over the two summers, and both groups made statistically significant gains on a 30-item criterion referenced test which addressed course objectives. Significance levels for the gain scores were .0001 for year one and .05 for year two. The original proposal stated that in order to reach criteria all practicum trainees would achieve at least one objective in each of two curricular areas with assigned handicapped preschoolers. Although this criterion was not achieved in either year, 97 of 114 (85%) of the IEP objectives were achieved in the two five-week summer sessions by the two sets of trainees.

4.0 Materials Collection

A 654 item EC/SPED materials collection has been developed which is housed in NMSU's College of Education. Graduate assistants supported by the project have cataloged and shelved materials as they have arrived, and have checked out materials to interested preservice and inservice students, faculty, TRESCO/NMSU staff, and former

trainees wishing to provide inservice training in their own programs. As originally proposed, these materials include texts, journals, screening and assessment instruments, and instructional materials. The materials have been categorized as follows:

1. Computer Software (e.g., IEP systems)
2. Language Curriculum
3. Infant Stimulation
4. Hearing Impaired
5. Visually Impaired
6. Motor Curriculum
7. Cognitive Curriculum
8. Preacademic Curriculum
9. Parent Training
10. Behavior Management
11. Child Abuse
12. Bilingual/Bicultural
13. SPED Administration
14. Assessment
15. Screening/Early Identification
16. Early Childhood Special Education (general)
17. Instructional Materials/Teaching Kits
18. Mainstreaming
19. Journals
20. State and Federal Guidelines

To facilitate use of the collection, a 183 page annotated bibliography has also been developed.

5.0 EC/SPED Book of Readings

A book of readings has been prepared in the third year of the project. Due to unexpected delays, printing has not yet been completed. However, funds for this task have been encumbered and printing will proceed by the end of the fall, 1985 semester. To date, 42 articles in eight areas have been identified, and permission for reprinting has been obtained from 40 (95%) of the first authors. At this time, permission from all publishers has not yet been received. After the first run, the project staff will work with LINC, Inc. to identify a commercial publisher. The eight areas of the document are as follows:

1. Background Information
2. Early Identification and Screening
3. Assessment and Curriculum Development
4. Program Organization
5. Intervention and Monitoring
6. Program Evaluation
7. Parent Involvement
8. Program Integration

6.0 Regular Education Administrator Training Modules

As proposed, a set of instructional modules was prepared as the major objective of the second component of the project. All other major objectives of this component were abandoned during the budget negotiation process.

During the spring of 1983, the NMSU Special Education administration course (SPED/EMD 531) was examined to determine whether the content could be re-organized into a set of self-contained/self-instructional modules. The development of modules was viewed as a way to meet two important needs. First, as a total package, students

enrolled in the SPRD/EMD course would acquire necessary competencies for the administration of special education programs with an emphasis upon New Mexico standards for special education. Additionally, students enrolled in other courses could supplement their work by acquiring specific competencies relative to special education administration.

Internal evaluation of the modules during summer session I, 1983 was conducted by checking objectives against required readings and lecture notes. Results indicated that in general, references were pertinant to objectives and contained adequate information. Major revisions were limited to (a) moving objectives to other modules as appropriate, (b) correcting typographical errors in module matrices, and (c) increasing the number of modules from six to eight. Appendix I contains the course syllabus and a sample module matrix indicating objectives and related assignments. The revised modules developed under this grant are being used through the 1985-86 academic year in the special education administration course and plans are to continue their use with modifications in required readings made when appropriate.

7.0

Unexpected Benefits

The following five unexpected benefits were realized during the life of the project:

1. Publication of the results of a 50-state project-supported survey regarding EC/SPED certification in the Journal of the Division of Early Childhood, 8(1), 69-73.
2. An invited presentation on the results of the knowledge/needs assessment at the Research in Action conference at Texas Tech University (February, 1983).
3. An ERIC publication on the results of the knowledge/needs assessment (ERIC Document Reproduction No. Ed 235 218).

4. Development of an early childhood division of the New Mexico Federation of the Council for Exceptional Children (project officers organized division while conducting project activities).
5. An ERIC publication on the knowledge/needs of regular education administrators (ERIC Document Reproduction No. ED 238 177).

DW4

8.0 Appendices

A. Needs Assessment Instrument and Cover Letter

B. Sample News Release for Regional Workshops

C. Sample Likart-Scale Evaluation Responses

D. Syllabi for Year-One Summer Coursework

E. Practica Observation Instrument

F. News Release for Summer Training

G. Summer Training Brochure

H. Syllabi for Year-Two Summer Coursework

I. SPED 531 Syllabus and Sample Module

Appendix A

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SPECIALTIES
Box 3AC/Las Cruces, New Mexico 88003
Telephone: (505) 646-3237, 646-4313, 646-1212

Early Childhood Specialist/
Regular Education Administrator
Inservice Training Project

To: Preschool Personnel
From: Stephen W. Stile and Sandra M. Abernathy, NMSU
Subject: Needs Assessment

Last year the Preschool Handicapped Project (actual name, Early Childhood Specialist/Regular Education Administrator Inservice Training Project) at New Mexico State University, under Federal Grant Number G008200490, was able to provide four free regional workshops for teachers, aides and other personnel working with preschool handicapped children in New Mexico.

This year two free workshops will be offered which will combine inservice training for both personnel serving preschool handicapped children and regular education administrators. One is tentatively scheduled in the fall with the New Mexico Federation Council for Exceptional Children (NMF/CEC) and the second in the spring with the same group. Again, one CEU will be available to participants, if desired, and topics presented at each workshop will be chosen based upon the expressed need of those interested in attending the particular workshop.

We would appreciate your help in planning the programs. If you will complete the enclosed needs assessment instrument, we will again attempt to meet your needs by providing topics of interest to you. The workshops are only one part of the project's efforts to provide quality inservice training to New Mexico personnel working with preschool handicapped children and to regular education administrators with special education students within their buildings. A description of the project is enclosed for your convenience.

Thank you very much for taking the time to complete the instrument. Your responses will be very helpful in planning future workshops. If you have questions regarding the instrument or about the project, please contact us.

Stephen W. Stile, Ph.D.
Project Director
Box 3AC NMSU
Las Cruces, NM 88003
505-646-4313

Sandra M. Abernathy, Ph.D.
Project Associate Director
Box 3N NMSU
Las Cruces, NM 88003
505-646-5433

This Project is funded by the Handicapped Personnel Preparation Program, Office of Special Education, U.S. Department of Education

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SELF ASSESSMENT INSTRUMENT
FOR
DETERMINING KNOWLEDGE LEVELS AND
INSERVICE TRAINING NEEDS
OF
EARLY CHILDHOOD SPECIAL EDUCATION PERSONNEL

Stephen W. Stile, Ph.D.
Sandra M. Abernathy, Ph.D.
William J. Wachtel, Ph.D.
Department of Educational Specialties
New Mexico State University
Box 3AC
Las Cruces, NM 88003

1983

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PRESCHOOL HANDICAPPED PROJECT
SPECIAL EDUCATION COMPONENT
DEPARTMENT OF EDUCATIONAL SPECIALTIES
BOX 3AC
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NM 88003

Inservice Training Needs Assessment Instrument To Identify Regional Workshop Topics

Directions: Please respond to all items in Part 1 and 2. We would appreciate receiving your responses even if you cannot attend one of th scheduled workshops.

Part I.

1. Your name_____

2. Current position_____

3. Type of program
   (Head start, etc.)_____

4. Business address_____

5. City/state/zip_____

6. Business phone_____

7. Years of experience: _____Early childhood
   _____Special education
   _____Early childhood special education

8. Responses are for:

   _____Me only _____Group _____Number in group

9. If you are responding for a group, please describe the group (e.g., community-based preschool teachers, etc.)

   _____

10. I/we plan to attend at least one regional workshop.

    _____Yes _____If yes, how many plan to attend _____No

11. I/we tentatively plan to attend the following workshop(s).

    _____Fall workshop (tentatively, Albuquerque, October)

    _____Spring workshop (tentatively, Las Cruces, March)

Part 2:

On the left side of the page, please indicate your present level of knowledge or skill for each area of training. If your level of knowledge or skill is very limited, circle 1. If your knowledge or skill level is very high, circle 5.

On the right of the page, please indicate your need for training in each area of inservice training. Circle 1 to indicate a low need and circle 5 to indicate a high perceived need.

There are no "right" or "wrong answers. We are merely interested in your perceptions regarding current levels of knowledge/skill and needs for training. If this is a group consensus response, please indicate the number of people included in the response._____

Current knowledge/ skill						Item	Current need for training				
low					high		low				high
1.	1	2	3	4	5	Development of individualized educational programs (IEP's).	1	2	3	4	5
2.	1	2	3	4	5	Use of task analysis to determine objectives and methods.	1	2	3	4	5
3.	1	2	3	4	5	Planning curriculum and instructional programs.	1	2	3	4	5
4.	1	2	3	4	5	Classroom/instructional management systems.	1	2	3	4	5
5.	1	2	3	4	5	Application of operant behaviorism.	1	2	3	4	5
6.	1	2	3	4	5	Use of early childhood/ handicapped materials	1	2	3	4	5
7.	1	2	3	4	5	Relevancy and use of school-specific languages (Spanish, Navajo, etc.)	1	2	3	4	5
8.	1	2	3	4	5	Behaviors of young handicapped children.	1	2	3	4	5

	Current knowledge/ skill					Item	Current need for training				
9.	1	2	3	4	5	Customs and traditions of cultural groups represented by the student body.	1	2	3	4	5
10.	1	2	3	4	5	Child abuse: identification and reporting procedures.	1	2	3	4	5
11.	1	2	3	4	5	Parent participation and training techniques.	1	2	3	4	5
12.	1	2	3	4	5	What the reseach says about effective preschool programs for handicapped children.	1	2	3	4	5
13	1	2	3	4	5	Identification/screening of "high risk" children.	1	2	3	4	5
14.	1	2	3	4	5	Use of criterion-referenced assessment techniques and instruments.	1	2	3	4	5
15.	1	2	3	4	5	Providing public awareness and soliciting support for early childhood special education programs.	1	2	3	4	5
16.	1	2	3	4	5	Fiscal management of public school early childhood special education programs.	1	2	3	4	5
17.	1	2	3	4	5	Fiscal management of community-based early childhood special education programs.	1	2	3	4	5
18.	1	2	3	4	5	Program and student record systems.	1	2	3	4	5
19.	1	2	3	4	5	Applications of instructional technology (ex.: microcomputers).	1	2	3	4	5
20.	1	2	3	4	5	Other (please identify) _____	1	2	3	4	5

Appendix B

3 Roswell (N.M.) Daily Record Thursday, February 24, 1983

Workshop underway

LAS CRUCES — Roswell area residents who work with handicapped preschool children will attend a two-day conference sponsored by New Mexico State University today and Friday at the Educational Services Center, 300 N. Kentucky Ave., Roswell.

Sessions are scheduled for 1 to 5 and 6:30 to 9 p.m. today and from 8 a.m. and noon Friday and will focus on behaviors of young children, parents and the preschool handicapped child, and child abuse identification and intervention, according to Dr. Stephen W. Stile, NMSU Preschool Handicapped Project director.

Speakers will include Dr. Frances Steinberg, child development specialist at Lovelace Medical Center in Albuquerque and Bobbye Khehbiel, master trainer for the Institute for Parent Involvement and parent counselor for Albuquerque Special Preschool in Albuquerque.

Also participating will be Samuel B. London, project coordinator for the Special Education Vocational Project, NMSU, and former team member for the Child Abuse and Neglect Research Team at Utah State University.

The conference, which will be free to participants, is funded by a grant from the U.S. Office of Education, Office of Special Education.

Director of Special Education Louis McDonald of the Roswell Independent School District is coordinating conference arrangements.

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Appendix C

EVALUATION DATA OF PRESENTERS

1. Rate the extent to which you feel this session will improve your ability to work effectively with preschool handicapped children.

Conference	first presenter	u	second presenter	u	third presenter	u
Roswell	Steinberg	4.5 N=13	Krehbiel	3.9 N=13	London	4.4 N=18
Las Cruces	Carroll	4.7 N=7	Scarpati	4.1 N=7	Gurrola/Stile	4.3 N=9
Farmington	Krehbiel	4.1 N=21	London	4.2 N=15	Kyker	4.2 N=21
Santa Fe	Kirk	3.3 N=27	Clements	2.6 N=28	Steinberg	4.4 N=34

2. Rate the extent to which the presenter held your interest during the session.

		u		u		u
Roswell	Steinberg	4.9 N=13	Krehbiel	3.9 N=13	London	4.7 N=18
Las Cruces	Carroll	4.6 N=7	Scarpati	4.0 N=7	Gurrola/Stile	4.6 N=9
Farmington	Krehbiel	4.7 N=21	London	4.5 N=15	Kyker	4.5 N=21
Santa Fe	Kirk	3.9 N=27	Clements	2.9 N=29	Steinberg	4.8 N=34

3. Rate the value of the handouts/media (chalkboard, video, slides, etc.)

		u		u		u
Roswell	Steinberg	3.8 N=13	Krehbiel	3.9 N=13	London	4.7 N=18
Las Cruces	Carroll	4.9 N=7	Scarpati	3.5 N=17	Gurrola/Stile	4.7 N=9
Farmington	Krehbiel	4.4 N=21	London	4.4 N=15	Kyker	4.4 N=21
Santa Fe	Kirk	3.3 N=26	Clements	3.0 N=28	Steinberg	4.1 N=33

After the completion of the two-day conference workshop, evaluation forms were presented to participants for their feedback.

Roswell February 24 and 25, 1983
Las Cruces March 4 and 5, 1983
Farmington March 24 and 25, 1983
Santa Fe April 21 and 22, 1983
Loralda Po McKay, Project Coordinator

Weighted scale was used 1,2,3,4,5; 1=low rating, 5=high rating

Appendix D

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SPECIALTIES
Box 3AC/Las Cruces, New Mexico 88003
Telephone: (505) 646-3237, 646-4313, 646-1212

Early Childhood Specialist/
Regular Education Administrator
Inservice Training Project

SYLLABUS FOR SPED 550/395

Instructors: Stephen W. Stile, Ph.D.
Loralda McKay, M.A.

Office Hours: TBA

Location and Time: OH 315/310, M-F, 11:10-12:30

Text 1 (SPED 550): Cook, R.E., & Armbruster, V.B. Adapting early childhood curricula. St. Louis, MO: Mosby, 1983.

Text 2 (SPED 395): Neisworth, J.T. Individualized education for preschool exceptional children. Germantown, MD: Aspen, 1980.

Purpose of course(s) the three-fold purpose of the course is to: (a) provide selected competencies (e.g., information, skills and experiences) which may be applied directly to the trainees' preschool programs, (b) establish a cadre of trained personnel which will be available state-wide for inservice training upon request of local programs, and (c) initiate a review of the current literature on a selected topic relevant to early childhood education of the handicapped.

Requirements:

1. Attendance at all sessions unless absence cleared by instructor.
2. Complete objective-references pre- and posttests over material presented in class and readings (a score of 80% by 80% of participants is desirable from a project evaluation point-of-view).
3. Satisfactory completion of in-class assignments.
4. Eight abstracts of relevant literature (criteria to be discussed in class).
   - First 4 due on 7/15
   - Second 4 due on 7/29
5. Topic for literature review approved no later than 7/8.
6. Special study follow-up approved by instructor by 7/22 (1st draft due on 7/15).

This Project is funded by the Handicapped Personnel Preparation Program, Office of Special Education, U.S. Department of Education

Evaluation: Grades will be calculated on a total-point basis as follows:

Pretest-Posttest	60 pts.
Abstracts	40 pts.
Attendance	10 pts.
Satisfactory completion of in-class assignments	50 pts.
TOTAL:	160 pts.

A ..... 92% of total points

B ..... 80% of total points

C ..... 70% of total points

D ..... 60% of total points

F ..... below 60% of total points

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Session No.	Date	Topic(s)	Instructor(s)	Assignments	Reading
1	7/5	• Administrivia. • Pretest (for project evaluation) • Introductions. • Overview of course and requirements. • Use of practicum observation form. • Observation techniques.	Stile/Staff *	• Pretest • View Demonstration • Hear lecture	-0-
2	7/6	• Turn in completed pretest. • Miscellaneous background information on EC-H to include definitions, types of programs, status of programming, rationale, and selected litigation and legislation.	Stile/Staff	• Turn in pretest. • View demonstration. • Hear lecture.	1(1), 1(2) 2(1)
3	7/7	• LRC Collection. • ERIC/CRESS	Stile/ERIC Staff	Take tour.	-0-
4	7/8	• Government Documents. • Periodicals. • Weekly evaluation.	Stile/Library Staff * * *	• Take tour. • Use Likert scale.	-0-
5	7/11	• What the law says. • What the research says.	Stile	Hear lecture.	1(2) 2(9)
6	7/12	Behaviors of young children.	Stile/McKay *	• View Francis Steinberg tape 8:00-11:00 11:30-2:30 • Complete worksheet.	-0-
7	7/13	Early Identification & Screening.	Stile	• Hear lecture. • View materials and "Community Roundup" tape.	1(3) 2(2)

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Session No.	Date	Topic(s)	Instructor(s)	Assignments	Reading
8	7/14	• Criterion-referenced testing and assessment. • Weekly evaluation.	Stile/McKay	• Hear lecture. • Complete practice exercise (USU tape). • Use Likert scale. *	1(3) 2(2)
9	7/15	Al. Sp Ech. integrative Practica prep OPEN DATE 4 NH functional children	-0-	-0-	-0-
10	7/18	• Planning EC-H curriculum (general) • Planning instruction.	Stile	• term in front of short cats • Hear lecture. • View TRESCO tape on grouping.	1(4) 2(3)
11	7/19	• Planning curriculum (specific): • The IEP/IHP.	Stile/McKay	• Hear lecture on legal background. • Complete practice exercise. *	1(4) 2(6)
12	7/20	• Task analysis.	Stile/McKay	• View Marc Gold tape: "Try another way" • Complete practice exercise. *	-0- 2(6)
13	7/21	• Selected teaching strategies. • Systems design for instruction and management.	Stile	• Hear lecture.	1(5), 1(6), 1(7), 1(8) 2(5)

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Session No.	Date	Topic(s)	Instructor(s)	Assignments	Reading
14	7/22	• Application of operant behaviorism • Weekly evaluation.	Stile	• View Robert Mager tape: "Who did what to whom?" • Complete worksheets. • Use Likert scale.	-0- 2(5)
15	7/25	• EC-H Materials #1.	Stile/McKay	• Conduct evaluation of language and self-help materials. • View demonstration on use of language and self-help materials.	1(6) 2(7)
16	7/26	OPEN DATE	-0-	-0-	-0-
17	7/27	• EC-H materials #2.	Stile/McKay	• Conduct evaluation of gross motor and social-emotional materials. • View demonstration on use of gross motor and social-emotional materials.	1(5), 1(8) 2(7)
18	7/28	• EC-H materials #3.	Stile/McKay	• Conduct evaluation of fine motor/cognitive and pre-academic materials. • View demonstration on use of fine motor/cognitive & pre-academic materials.	1(5), 1(7) 2(7)

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Session No.	Date	Topic(s)	Instructor(s)	Assignments	Reading
19	7/29	• Child Abuse and Neglect Intervention. • Weekly evaluation.	London	• Hear lecture. • Use Likert scale.	-0-
20	8/1	• Formative and summative evaluation (i.e., program and student record systems).	Stile/McKay	• Hear lecture on evaluation theory and models. • Hear lecture on continuous monitoring and revision models/forms.	1(4) 2(4)
21	8/2	• Technology applications: the microcomputer for instruction and management.	Abernathy	• Hear lecture. • Have "hands-on" experience with microcomputers.	-0-
22	8/3	• Parent participation and training.	Stile/McKay	• View Bobbye Krehbiel tape 8:00-11:00 11:30-2:30 • Complete worksheets.	1(9) 2(8)
23	8/4	• Language, customs and traditions of the student body.	Gallegos/Lujan	• Hear lecture.	-0-
24	8/5	• Posttest.* • Weekly and final evaluation.	Stile	• Take posttest. • Use Likert scales.	-0-

*Note that the posttest can be taken at any time (use up to 3 hours).

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SPECIALTIES
Box 3AC/Las Cruces, New Mexico 88003
Telephone: (505) 646-3237, 646-4313.

Early Childhood Specialist/
Regular Education Administrator
Inservice Training Project

SYLLABUS FOR SPED 548/481

Practicum Supervisors:

Sandy Abernathy, Ph.D.
Loralda McKay, M.A.
Stephen W. Stile, Ph.D.

Cooperating Teachers:

Ann Stile, B.A.
Nicole Weber, B.A.

Office Hours: TBA

Location and Time: TBA (Minimum of 15 hours a week required)

Purpose of Coursework: Teachers are always learners. They continue to learn all through their lives from their pupils, their peers, their administrators, their teacher trainers and their pupils' parents. Teachers, of course, view teaching as their primary function. For practica (e.g., SPED 501), the primary role is of learner. As a practicum teacher you teach for the purpose of learning to teach.

As Sophocles observed many years ago,

"One must learn by doing the thing;
for though you think you know it,
you have no certainty until you
try."

This Project is funded by the Handicapped Personnel Preparation Program, Office of Special Education, U.S. Department of Education

Course Requirements:

1. 100% attendance--lateness/absences must be cleared ahead of time with cooperating teachers and practicum supervisors.

2. Choose a specific behavior for the assigned student and, using one or more of the formative evaluation techniques described in class, collect data over 2-hour period. Submit these data to the instructor by 7/8.

3. Meet all criteria on the practicum observation instrument (to be discussed in class).

4. Develop a lesson plan (e.g., an IPD) and collect performance data for the assigned student in at least 1 area. Data should be displayed on a chart, matrix or graph. Data should be easily understood by the instructor.[1]

5. Use and critique of instructional material from project collection.[2]

Evaluation: Grading will be on a total point basis as follows:

Attendance	25 pts.
Observation (week one)	10 pts.
Meet all criteria on SPED evaluation instrument at least the 80% or "+" level.[3]	25 pts.
Lesson plan	10 pts.
TOTAL	70 pts.

A . . . . . 92% of total points

B . . . . . 80% of total points

C . . . . . 70% of total points

D . . . . . 60% of total points

F . . . . . below 60% of total points

Notes:

1. IEP/IHP-related
2. IEP/IHP-related
3. It is essential that you view evaluations in a positive sense as a means of increasing your growth rather than as a criticism of your performance.

Appendix E

Student_____
Date_____
Week_____

SPED 548/481: Practicum Observation Form

(with thanks to C. Beasley, Utah State University, 1976)

Dr. Stile
Summer, '83

Sd → R → Sc Model*

Trials	Sd	R	Sc	Correction Procedure
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Ttl				
%				

*Criterion= 80% level in column 1 plus 3 and 4

Marking Code:
"+" = Appropriate or Positive
"-" = Inappropriate or Negative

Classroom Management Checklist

	Rating	+	-	Comments/date
1	Grooming/Dress			
2	Seating			
3	Organization of Materials			
4	Attention (Prior)			
5	Materials presented without rdg			
6	Speech(Volume, Clarity, Gram.)			
7	Pacing			
8	Maintains Student Control			
9	Progress Monitoring			
10	Interaction with Students			
11	Instruction consistent with IEP/IPD (written lesson plan)			
Ttl				
%				

General Comments/Suggestions:_____

Appendix F

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PLAY IS AN IMPORTANT PART OF LEARING and both teachers and youngsters are the students in the Training Project in Preschool Education for the Handicapped being held this summer at New Mexico State University, Las Cruces. Among those learning how to work with handicapped youngsters are, from left, Faith Garten, Grants; Hermina Valdez, Farmington; and Lois Kilby-Chesley, Truth or Consequences. The project is funded by the U. S. Office of Education and conducted in NMSU's Department of Educational Specialities. Ms. Garten is a preschool teacher in Grants Resource Center; Ms. Valdez is a Headstart teacher in San Juan E.O.C. program; and Ms. Kilby-Chesley teaches kindergarten in the Truth or Consequences Municipal School District.

(Chuck Williams Photo)

TRAINING PROJECT — Play is an important part of learning and both teachers and youngsters are the students in the Training Project in Preschool Education for the Handicapped being held this summer at New Mexico State University, Las Cruces. Among these educators participating are, from left, Barbara McKinney, Las Cruces; Darrell Yoder, Carlsbad; and Donna Chrisman, Las Cruces. Both Ms. McKinney and Ms. Crisman are employed by the Las Cruces Public Schools. Yoder is director/teacher at the Carlsbad Child Development Center. The project is funded by the U.S. Office of Education and is being held in NMSU's Department of Educational Specialties.

8 —CURRENT-ARGUS, Carlsbad, N.M., Sunday, August 7, 1983

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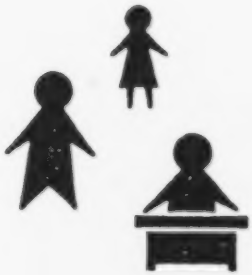
Appendix G

Preschool Education of the Handicapped
Box 3AC
New Mexico State University
Las Cruces, New Mexico 88003

Traineeships in Preschool Education of the Handicapped



Offered by
the Special Education Component
of the Department of
Educational Specialties
College of Education
New Mexico State University
Las Cruces, New Mexico

Purpose: Teachers who have been trained to work with normal young children are often unprepared to assume the multiple responsibilities of the teacher of preschool-aged handicapped children (0-5). The traineeships described below have the following twofold purpose: (a) to provide a set of validated competencies to a group selected from the target population of New Mexico's preschool personnel and (b) to prepare this cadre of professionals to provide services to other personnel beyond the life of the present project. These services would include the operation of field-based model classrooms and the delivery of inservice training workshops.

Staff: Training will be conducted as a cooperative effort by experienced preschool teachers from New Mexico State University (NMSU) and the Open Door (TRESCO, Inc.) community-based toddler and preschool programs which serve as regional replication sites for the University of Illinois' Precise Early Education for Children with Handicaps (PEECH) and the University of Wyoming's Infant Stimulation Program (WISP). The training program will be under the direction of Dr. Stephen W. Stile, whose experience includes successful operation of similar programs at the University of Wyoming and NMSU.

Curriculum: Competency-based training will be provided within seven broad areas. The areas are consistent with recent federal mandates, New Mexico Standards for Special Education, and recent research data regarding effective programs for young handicapped children:

1. The developmental tasks approach.
2. Curriculum planning.
3. Development and use of an individualized educational program (IEP).
4. Classroom/instructional management systems.
5. Application of behavior modification skills.
6. Use of appropriate instructional materials.
7. Miscellaneous background information to include the relevancy of school-specific language labels, behaviors, customs and traditions, child-abuse identification and reporting procedures, models for parent participation, early identification/screening of "high risk" children, and grantsmanship.

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Eligibility Criteria: Enrollme. **riorities will be given to those individuals able to demonstrate/verify:**

1. **Current employment in a New Mexico preschool program serving handicapped children.**
2. **Expressed need for inservice training.**
3. **Willingness to participate in follow-up "directed study" and join a cadre of field-based leadership personnel.**
4. **Acceptance as an NMSU undergraduate or graduate student prior to training. Application forms are available upon request for undergraduates from the Director of Admissions, NMSU, Box 3-A, Las Cruces, NM 88003 and for graduates from the Dean of the Graduate School, NMSU, Box 3-G, Las Cruces, NM 88003. Acceptance as an undergraduate or graduate student at NMSU does not necessarily insure acceptance into the preschool training program.**

Personalized Program of Study: Subsequent to selection, the project staff will assess instructional needs of trainees. This needs assessment will employ an instrument developed by Wachtel and Stile (1982). Personalized contracts will be developed to facilitate implementation of competencies in the field. Thus, students will be given the opportunity to employ newly developed skills in their home programs on a "directed study" basis during the academic year.

Credits: Up to 9 credits may be earned in the program (6 funded credits during the summer and 3 unfunded follow-up hours). Special education credits may apply toward undergraduate or graduate endorsement or degree plans by special arrangement with project staff. For example, graduate students may apply the 9 hours toward a MA Degree in Early Childhood Special Education.

Location and Dates for Summer Training: Training will take place during a five-week period between July 5, and August 5, 1983, in O'Donnell Hall, NMSU. Trainees will attend classes and receive "hands-on" experience with preschool-aged handicapped children throughout the training program.

Costs to Trainees: Available traineeships shall cover the cost of summer school in-state tuition for 6 credits (approximately $200) and a $75 per week stipend (total $375). However, trainees will be expected to make all arrangements for local housing and to absorb the costs of transportation, required texts and materials, follow-up directed study and CEUs.

Project Funding and Support: The project/training program is funded through the Office of Special Education, U.S. Office of Education. (OSE/USOE). The project/training program is recognized and supported by the New Mexico Division of Special Education, and the New Mexico Developmental Disabilities Bureau and Council.

Special Notes:

1. **Traineeships are contingent upon continuation of Federal funding.**
2. **Limited facilities makes selection competitive.**
3. **NMSU is an Equal Opportunity Institution.**
4. **Stipends are funded jointly by the present Project and Southwestern Communication Resources, Inc., Albuquerque, NM.**

:e in a return envelope and send to Loralda McKay, Project Coordinator, Preschool Education of the Handicapped Project, Box 3AC, New Mexico State University, Las Cruces, NM 88003.

Name _____ **Telephone** _____

Street _____

City _____ **State** _____ **County** _____

Zip _____

I am interested in receiving more information about the traineeships in Preschool Education of the Handicapped

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Appendix H

Syllabus for SPED 395/550

Instructor: Stephen W. Stile, Ph.D. 59

Office Hours: TBA

Location and Time: OH 213/240, M-F, 11:00-12:30

Text 1: Cook, R. E., G. Armbruster, V. B. Adapting early childhood curricula. St. Louis, MO: Mosby, 1983. (Purchase in bookstore)

Purpose of Course(s): The three-fold purpose of the course is to:

1. Provide selected competencies (e.g., information, skills and experiences) which may be applied directly to the trainees' preschool programs.
2. Establish a cadre of trained personnel which will be available state-wide for inservice training upon request of local programs.
3. Initiate a review of the current literature on a selected topic relevant to early childhood education of the handicapped.

Requirements:

1. Attendance at all sessions unless absence cleared by instructor.
2. Complete objective-referenced pre- and posttests over material presented in class and readings (a score of 80% by 80% of participants is desirable from a project evaluation point-of-view).
3. Satisfactory completion of in-class group assignments.
4. Five abstracts of relevant literature (criteria to be discussed in class).
   -First 2 due on 7/15 16 Monday
   -Second 3 due on 7/29
5. Topic for literature review approved no later than 7/8
6. Special study follow-up approved by instructor by 7/22 (first draft due on 7/15). (Optional)

Evaluation: Evaluation/grading will be on a total point basis as follows:

Pretest/posttest.....	30 pts.
Abstracts.....	15 pts.
Attendance.....	10 pts.
Group in-class assignments.....	20 pts.
TOTAL	75 pts.

A..... 92% of total pts.

B..... 80% of total pts.

C..... 70% of total pts.

D..... 60% of total pts.

F..... below 60% of total pts.

Tentative Schedule

SESSION	DATE	TOPIC	PRESENTER	ASSIGNMENTS	READING
1	7/2	-Introductions -Pretest -Overview of course and requirements -Use of Project competency list/ S-R-S model -Selected observation techniques	Stile	-Registration -Purchase of Text	3 (pp-57-61)
2	7/3	-Miscellaneous background information (e.g., definitions, certification, etc.) -LRC collection	Stile	-Hear lecture -Take tour	1
3	7/4	Holiday	0	0	0
4	7/5	-ERIC/CRESS -Government Documents/ periodicals	ERIC Staff/ Pestrak	-Take tour	0
5	7/6	-Miscellaneous background information (continued) -Weekly evaluation	Stile	-Hear lecture -Complete evaluation	1
6	7/9	-The legal mandate (four documents)	Stile	-Hear lecture	2 (22-27)
7	7/10	-Four types of programs -Bateman's three approaches	Stile	-Hear lecture	2 (28-35)
8	7/11	-What the research says	Stile	-Hear lecture	0
9	7/12	-Early identification and screening	Stile	-Hear lecture -View materials -View TRESCO slides	3

SESSION	DATE	TOPIC	PRESENTER	ASSIGNMENTS	READING
10	7/13	-Criterion referenced testing and assessment -The interface between scales of normal development and the curriculum -Weekly evaluation	Stile	-Hear lecture 3 -Complete practice exercise -Complete evaluation	61
11	7/16	-Planning EC-H curriculum (general) -Planning instruction	Stile	-Hear lecture 3 -View grouping tape	
12	7/17	-Integrated Preschool Programs	Gurrola	-Hear lecture 1	
13	7/18	-Planning curriculum (specific) -The IEP/IHP	Abernathy/ Stile	-Hear lecture 4 -Complete group exercises	
14	7/19	-Task analysis -The IEP/IHP organizer	Abernathy/ Stile	-Hear lecture 0 -Complete group exercise	
15	7/20	-Selected instructional strategies -Weekly evaluation	Stile	-Hear lecture (5), (6), (7), (8) -Complete evaluation	
16	7/23	-Systems designs for instruction and management	Stile	-Hear lecture 0	
17	7/24	-Application of Operant Behaviorism	Stile	-View tape 0 -Complete group exercise	
18	7/25	-EC-H materials #1 (language and self-help)	Abernathy/ Stile	-Hear lecture 0 -Complete group exercise	
19	7/26	-EC-H materials #2 (gross-motor and social emotional)	Abernathy/ Stile	-Hear lecture 0 -Complete group exercise	

SESSION	DATE	TOPIC	PRESENTER	ASSIGNMENTS	READING
20	7/27	-EC-H materials #3 (fine-motor/ cognitive and pre-academic) -Weekly evaluation	Abernathy/ Stile	-Hear lecture -Complete group exercise	0 62
21	7/30	-Technology applications: The microcomputer for instruction and management	Abernathy	-Hear lecture -Have "hands-on" experience	0
22	7/31	-Parent participation and training	McKay	TBA	9
23	8/1	-Child abuse and neglect intervention	London	TBA	0
24	8/2	-Formative and summative evaluation	Stile	-Hear lecture -Complete group assignment	3 (49)
25	8/3	-Posttest -Weekly evaluation	Stile	-Complete posttest and evaluation	0

Syllabus for SPED 481/548

Instructor: Stephen W. Stile, Ph.D., et al. 63

Office Hours: TBA

Location and Time: TBA

Text 2: Blackman, J. A. Medical aspects of developmental disabilities in children birth to three. Iowa City, IA: The University of Iowa, 1983. (on reserve)

Purpose of Course(s): The purpose of the course is three-fold as follows:

1. To provide "hands-on" experience with young developmentally disabled/delayed preschool students.
2. Explain the possible impact of etiology on development.
3. Provide an opportunity to employ at least one commercial material (e.g., curriculum kit) in an instructional setting.

Requirements:

1. Criteria reached on project competency list (to be described in class).
2. Attendance during assigned hours in classroom unless excused with prior notice by cooperating teacher and practicum supervisor.
3. Satisfactory completion of individual report on etiology of assigned child. (To be described in class.)
4. Appropriate use of at least one commerical material in assigned classroom.

Evaluation: Evaluation/grading will be on a total point basis as follows:

Competency list mastery.....	25 pts.
Attendance.....	10 pts.
Etiology report.....	15 pts.
Use of commerical material.....	10 pts.
TOTAL	60 pts.

A..... 92% of total pts.

B..... 80% of total pts.

C..... 70% of total pts.

D..... 60% of total pts.

F..... below 60% of total pts.

Appendix I

Course Syllabus

Course Description: Special Education Administration (SPED 531, Section F1)

Schedule and Location: Special five-week session for teachers, May 30-July 1, 1983, 8:00-10:00 a.m., M-Th, OH316

65

Instructor: Stephen W. Stile, Ph.D., OH141, 646-4313

Office Hours: 8:00-10:00 a.m., M-Th

Purpose of Course: The purpose of SPED 531 is to provide students with selected competencies for the administration of special education programs with an emphasis upon New Mexico public school standards. The course is designed to build upon "general" administration and "special" education training for those interested in becoming effective administrators of programs for exceptional children.

Modules (6): Competencies covered in SPED 531 shall be grouped as follows:

1. Historical view/litigation/current definitions*
2. Federal role/mandated concepts and procedures*
3. State role/New Mexico standards for public school programs*
4. Local role/compliance*
5. Working with parents and selected resources (e.g., technology, professional organizations, etc.)
6. Other considerations (e.g., rural programs, the SPED curriculum, etc.)

Administration of Course: The instructor views himself as a facilitator whose role is to help guide the enrolled graduate students through a body of factual material. Thus, the class will not meet together as a group after the first week. Instead, the individual students will pace themselves through at least four of the six modules scheduling their unit examinations when they feel prepared to attempt the objective-referenced test items.

Testing and Evaluation: All students are required to complete modules one through four and to take the corresponding examinations. Options concerning modules five and six will be described in more detail in class. Briefly, those students desiring no higher than a "B" in the class may contract to complete only the first four modules/examinations. Those students contracting for the "A" option must complete the first four modules/examinations plus either module five or six and the corresponding examination.

Students will be asked to contact Mr. Frank Smith in the Learning Resource Center (OH310, 646-2513) at least two hours prior to their module examinations. Mr. Smith will draw a random sample of six test items of which the students will answer five and then turn in their responses to Dr. Stile (envelope outside OH141). Each examination will be worth a total of 50 points.

*required units

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"A" Option:

Five module examinations completed with a minimum of 92% of the possible points (225).

"B" Option:

Four module examinations completed with a minimum of 92% of the possible points (180).

"S/U" Option:

S: Minimum of 75% on the B option (150); U: Less than 75% on the B option.

Texts (3):

No. 1: Mayer, C.L. Educational administration and special education: A handbook for school administrators. Boston, Mass.: Allyn and Bacon, Inc., 1982.

No. 2: New Mexico State Department of Education. Standards for Special Education. Santa Fe, NM (Author), 1982.

No. 3: Stile, S.W. Special education administration: Unit objectives and supplementary readings. Las Cruces, NM, Kinko's Copies, 1983.

Text Materials

1. Mayer, C. Lamar. Educational Administration and Special Education: A Handbook for School Administrators. Boston: Allyn and Bacon, Inc., 1982.

2. Standards for Special Education July 1982. Santa Fe, New Mexico: New Mexico State Department of Education, 1982.

3. Special Education Administration: Module Objectives and Supplementary Readings, Stile, Stephen W. (Ed), June 1983.

Module No. 4 Objective Matrix:State Role and New Mexico Standards for Special Education.

Objective No.		Readings		
		Text 1	Text 2	Text 3
1.	Define Special Education according to New Mexico standards and describe the population served.		(Introduction)	
2.	Identify and describe 9 categories of children eligible for special education in New Mexico.	(2), (3)	(4)-(12)	
3.	Identify and describe major roles (functions) of the State Education Agency (SEA).	(4), pp. 103-106	(Introduction)	(8)
4.	Describe trends in program growth in New Mexico's LEA and SEA operated Special Education program.			(9)
5.	Describe training and certification in administrators in special education.			(10)

Text 1: Hayer, C.L. Educational Administration and Special Education: A Handbook for School Administrators. Boston, Mass.: Allyn & Bacon, Inc., 1982.

Text 2: New Mexico State Dept. of Education. Standards for Special Education. Santa Fe, NM (author), 1982.

Text 3: Stile, S.W. Special Education Administrator: Unit objectives and supplementary readings. Las Cruces, NM, Kinko's Copies, 1983.

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